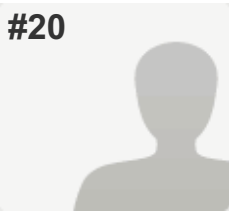


#20

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, April 28, 2016 2:51:47 PM**Last Modified:** Thursday, June 09, 2016 11:54:17 AM**Time Spent:** Over a month**IP Address:** 173.26.91.251

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Q1: Name of School District:	West Delaware Community School District
Q2: Name of Superintendent	Dr. Kristen Rickey
Q3: Person Completing this Report	Robin Mebus, Director of School Improvement

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Q4: 1a. Local TLC Goal

By May 2016, we will have identified and hired teacher leaders for each of the positions identified in our plan, including Team Leaders, Mentors, Models, Instructional Coaches and a Lead Mentor.

Excluding retirement, 90% of FY16 certified staff who were offered a continuing contract will continue employment in the district for FY17.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

West Delaware raised the minimum salary offered to new teachers to \$33,500 in the 13-14 school year. This was one year ahead of our TLC plan acceptance and implementation. Our plan calls for 4 full-time instructional coaches who were hired in the Spring of 2015 and served all year in those positions. We hired 15 Teacher Leaders, hired 7 teachers to be placed in the mentoring pool and assigned 6 to new professionals, hired 8 model teachers and one lead mentor. Twenty-five percent of our certified staff were hired into teacher leadership positions as measured by BEDS.

Excluding retirement, ninety-seven percent of our certified staff will be returning to serve in the district next year. We have four teachers who are leaving the district and exit interviews indicate that family needs were the primary reason for 3 of the teachers making that decision and one teacher wanted to serve in the local Catholic school.

Q7: 2a. Local TLC Goal

By May 2016, instructional coaches will have completed training in both A Partnership Approach to Improving Instruction by Jim Knight and Student-Centered Coaching by Diane Sweeney.

Fifty percent of teachers will work collaboratively with a Teacher Leader as measured by survey responses.

West Delaware Instructional Coaches will host coaching labs in November.

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

West Delaware took advantage of both the state-supported training opportunities for instructional coaches. We utilized Keystone AEA and completed training in the partnership approach to coaching as well the student-centered coaching model offered by Diane Sweeney. Both of the training opportunities were important in developing our own coaching practices. Our coaching philosophy is very grounded in identifying the relationship between the coach and the teachers as a partnership but our practices and paperwork tend to follow the student-centered approach offered by Sweeney. In addition, the instructional coaches along with the Dir. of School Improvement attended the National Conference on Coaching in Denver, Colorado and Fierce Conversations at Keystone.

As part of the Diane Sweeney training, West Delaware hosted coaching labs in November so that area districts could come and observe a coaching cycle. The protocol offered by the Sweeney work was incredibly useful and allowed us to learn and grow in our practices while receiving important feedback from people observing.

Finally, 57% of our teachers worked with instructional coaches and 13 different PLC's utilized their support. Seventy-one percent of certified staff indicated that at least 1 Team Leder has provided professional development and the HS staff all observed a model teacher as part of their building goals for the year.

Q10: 3a. Local TLC Goal

By May 2016 West Delaware will have contracted and compensated teacher leaders in each of the identified roles in the approved TLC Plan as measured by Board approved contracts.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The TLC Plan itself is the anchor for this goal. The Plan outlines a rigorous application process for these positions and identifies staff members who are exemplary. In addition, the plan allocates additional compensation for the additional responsibilities.

Q13: 4a. Local TLC Goal

80% of PLC Team developed student achievement SMART goals identified through required quarterly data cycles as defined in the District Improvement Plan will be met during the 2015-2016 school year.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Approximately 67% of the SMART goals were met falling short of the 80% desired. However, many of the SMART goals were written to include 100% achievement and so when the result was 98% achievement, those goals were considered failure. PLC's were given a short review regarding writing SMART goals and keeping in mind the RTI approach which might include "80% getting there with Core Instruction alone". This was a year with new expectations around using a data protocol cycle during PLC work and there are adjustments that need to be made.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q19: 6a. Local TLC Goal	<i>Respondent skipped this question</i>
Q20: 6b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Next year we will track the success of the coaching cycles to show the immediate improvement in student achievement data that is closest to the classroom. We were not prepared for how quickly our staff would receive the support of the coaches and so we didn't set out to look at those coaching cycles as a primary source of data. We can absolutely do that for next year.

We are waiting to attach any of this work to high stakes testing until we move away from Iowa Assessments. However, we do think that the work that the teacher leaders are doing across the board will support us in having success with another assessment.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Overall, we are very happy with our first year of implementation. The fall-spring survey results indicated that there was a marked increase in the understanding of the different Teacher Leadership roles and the collaboration occurring. Our Instructional Coaches hit the ground running and teachers were asking to work with them from day one. For the most part, staff at all three buildings were very open and willing to enter into coaching cycles. Some of the comments reported to the board were:

"I just wanted you all to know I think the instructional coaches and their work this year has knocked it out of the park!"—Middle School Teacher

"I am really excited about improving myself as a teacher with the help of our instructional coaches. It is so powerful to have a peer who is learning right along with you. I'm looking forward to my next cycle!" —Lambert Teacher

"After having (BLANK) as a coach, I cannot imagine not having that help! Adding instructional coaches is the best thing West Delaware has done to improve learning for all (teachers and students)! —Specials Teacher

"The ideas that I received from the instructional coach were great for my students!—High School Teacher.

The instructional coaches spent 20% of their time in their own development this year entering into new positions but also spent approximately 50% of their time in the specific work related to working with teachers. This year the Team Leaders (Building Leadership Team members) are focused on data analysis in the building and creating the building goals for the 2016-2017 school year. The conversations around student success and how we set goals and measure them has reached new heights. The action steps that are being developed are immediately bought into because they are coming from the leadership team within that building. The feedback from the New Professionals about their Mentors was part of the Mentor evaluation and was incredibly

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.